



Position paper: Web tutorials and Information Literacy research

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Web tutorials and information literacy - challenges for IL research

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Science**

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Background

- 3 recent research projects

- A research project (2010-2011) evaluating three Norwegian IL web tutorials
- An exploratory study (in 2009) of secondary school pupils' information behaviour
- A longitudinal case study (in 2002 and 2004-2005) on group members' information behaviour during an assignment process.

Introduction

- Many myths about the digital natives' behaviour
- A critical educational backlog exists with regard to IL

 In a higher education context

How should Information Literacy be taught, practiced, motivated and supported in a study practice?

IL web tutorials the answer?

Information Literacy Training (ILT) - Windows Internet Explorer

http://www.ilt.life.ku.dk/

Google libguide

Søg Mere >>

Log ind

Information Literacy Training (ILT)

UNIVERSITY OF COPENHAGEN


Faculty Library Search

Information Literacy Training
Library, Faculty of Life Sciences

STRATEGY INFORMATION SOURCES SEARCH GET MATERIAL EVALUATING INFORMATION USING REFERENCES SUBJECT AREAS CONTACT

Information Literacy Training

Information Literacy Training



Definition

There are several definitions of the concept "information literacy." By information literacy we use the following definition:

Ability to

- recognize a need for information
- formulate questions based on the information need
- identify and locate relevant and appropriate information using print and electronic sources
- develop successful search strategies
- evaluate search results – regarding relevance and credibility (source criticism)
- organize information for practical application

The aim of Information Literacy Training (ILT)

is to stimulate the students' own search and use of information in the learning process.

The main objectives of this website are:

- (i) to introduce basic information literacy and
- (ii) to give an overview of relevant library resources, especially electronic databases and journals within the subject areas at the Faculty.

LIBRARY TEST
SELF-ASSESSMENT FOR UNIVERSITY STUDENTS

-
- Platform for guiding seeking, research and writing
 - Platform for developing IL knowledge and skills
 - Often stand-alone (offline)
 - Only minor attention is paid to social media and internet searching
 - Focus is often on the individual information seeker

Constraints to IL web tutorials

- No motivation for *studying* the essence of good information practice
- Discrepancy between intentions and actual behaviour
- Offline tool vs online behaviour
- Requirements from faculty and domain have a strong impact on students' information behaviour
- Students' preferences and needs differ

The positive expectations of IL web tutorials may have been overrated by the developers.

Reconsidering the IL web tutorial for Higher Education



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- Web tutorials as 'genre' the proper design format for IL?
- What perspective (tool, process etc.) should be built in a web tutorial to support students' information behaviour and study practice?
- Who should create the content? The library, students, faculty, others?
- How may web tutorials be integrated in students' social practice (and study practice) to stimulate their critical thinking and facilitate their IL competencies in association with seeking, research, group work and writing?
- How should the effect of IL web tutorials in context be measured and evaluated?

General IL research issues

- What constitutes IL and how does the concept relate to other concepts such as digital fluency?
- How is the concept perceived, e.g. by students, academic staff and policy makers? To many it is still an isolated, stand-alone or add-on activity associated primarily with the library rather than an integrated activity of high importance for knowledge creation.
- Analytical models such as Sundin's model (2008) should be further explored
- IL research should be strengthened through an interdisciplinary approach involving researchers outside the library and information science community. Research should be disseminated and discussed outside the LIS community as well.

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